



# **DELEDDA INTERNATIONAL SCHOOL**

## **ASSESSMENT POLICY**

**The DIS Assessment Policy is reviewed annually.**

**Revised and approved by the Teachers Council and School Council in June 2025.**

## Contents

<b>Introduction.....</b>	<b>2</b>
<b>School Assessment Philosophy.....</b>	<b>4</b>
<b>Primary Years Programme.....</b>	<b>5</b>
Overview.....	5
Assessment in practice.....	6
Monitoring learning.....	7
Documenting learning.....	8
Measuring learning.....	8
Reporting learning.....	13
<b>Middle Years Programme.....</b>	<b>15</b>
Overview.....	15
Assessment in practice.....	15
Formative and Summative Assessment in the MYP.....	16
Process for standardization of assessed students' work (MYP).....	17
Recording and reporting in MYP.....	18
Assessment in the English classes in MYP1-MYP3 (use of Pathways).....	20
Assessment of Interdisciplinary Learning.....	20
Assessment of MYP Personal Project.....	22
National assessment requirements: Terza Media exam.....	23
<b>Diploma Years Programme.....</b>	<b>23</b>
Overview.....	23
Assessment in practice.....	23
Formative and Summative Assessment in the DP.....	24
Process for standardization of assessed students' work (DP).....	24
Recording and reporting in the DP.....	24
Assessment of Core subjects.....	27
Final Diploma Grade.....	27
<b>Responsibilities.....</b>	<b>27</b>
Students' Responsibilities.....	27
Parents' Responsibilities.....	28
Teacher's Responsibilities.....	28
Programme coordinators, Head of Year, Head of Departments' responsibilities.....	29
Meetings with PYP, MYP & DP parents.....	29
<b>Policy Creation and Revision Process.....</b>	<b>30</b>
<b>Policy Alignment.....</b>	<b>30</b>
<b>References.....</b>	<b>32</b>

## **Introduction**

This document represents the Deledda International School (DIS, henceforth) school-wide assessment policy. The DIS Assessment Policy is a set of principles which connects the IB philosophy with our school community. The document is updated regularly, based on our students' evolving needs and the latest IBO requirements which apply to our PYP, MYP and DP programmes.

## **DIS MISSION STATEMENT (2025)**

**Deledda International School (DIS) fosters academic growth within a caring and principled learning community. The school promotes the appreciation of the diversity and complexity of people and cultures and provides an environment conducive to learning and teaching. DIS offers a rigorous curriculum that aims to develop internationally minded citizens who participate locally and globally to help create a more sustainable and peaceful world.**

The DIS mission statement is connected to our Assessment policy as DIS's aim is to offer a learning environment that is based on a rigorous curriculum to foster the students' academic growth.

As an IB World School, we are committed to the Standard "Culture: Creating positive school cultures", and in particular, to the following practices:

- Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)
- Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)
- Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)
- Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)
- Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

We are also committed to the following Standard “Approaches to Assessment (0404)”, and in particular, to the following Practices:

- Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)
- Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)
- Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)
- Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

*The above practices are taken from the 2018 IBO Programme Standards and Practices, updated in 2020 (IBO, 2020).*

### **School Assessment Philosophy**

DIS recognizes that teaching, learning and assessment are fundamentally interdependent. The single most important aim of assessment is to support and encourage student learning. At DIS, students and teachers work in partnership to enable students to demonstrate what they have learned, assess their progress, and identify specific strategies to maximize their potential on their class assessments. Assessment is ongoing and should be used to inform teaching and learning. The fundamental purpose of assessment is to understand where the student is at any given time and over time in their learning; and, to use this information to promote and support further learning.

# Primary Years Programme

## Overview

The broader assessment principle in the PYP is to be integrated, authentic, holistic, developmentally appropriate and responsive to learners. The focus is then on developing assessment capability in teachers, students and across the learning community. In particular, the primary objective of assessment in the PYP is to provide feedback on the learning process (IBO, 2019).

As suggested by IBO (p.188; 2019), assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning. These four dimensions of assessment will support knowledge and skills acquisition, the development of deep conceptual understanding and self-regulated learning, identifying what students know, understand and can do. In detail;

- Monitoring - observe and check the progress of a child over a period of time
- Documenting - record progress in written, photographic, or other form
- Measuring- assess the importance, effect, or value of the child's learning
- Reporting - give a spoken or written account of something that one has observed and documented.

When developing and conducting assessment and evaluation, PYP teachers need to be sure they:

- Have a clear purpose for all assessment and evaluation processes used
- Gather information in an ongoing way in a range of authentic contexts
- Use a wide range of appropriate strategies and tasks to gather information
- Use a collaborative approach to gather information about students
- Make adaptations to assessment and evaluation processes when necessary
- Take time to analyze and evaluate the information gathered and make judgements about future teaching
- Facilitate regular opportunities for students to reflect, self-evaluate and set realistic learning goals.

In the PYP, the purpose and assessment practice is both in line with the state regulated guidelines by the Ministero dell'Istruzione e del Merito (MIM) and the IB PYP philosophy and methodology to increase assessment capability across the learning community by fostering agentic, assessment capable learners. By placing students at the centre of their learning, and engaging them in the assessment process, children become increasingly capable in “learning how to learn”. Assessment as learning is integrated into individual lessons and Units of Inquiry whereby students are invited to reflect on what they already know and can do, as well as encouraged to identify what they would like to learn and where they are in their knowledge and skills acquisition (IBO, 2018). This process of reflecting, planning and co-construction of learning outcomes and success criteria plays an integral part in assessment.

At DIS, assessment and reporting go beyond final outcomes to value the learning journey itself. The inquiry cycle—Tuning In, Finding Out, Sorting Out, Going Further, Making Conclusions, and Taking Action—guides teaching and learning across all grade levels. This cycle is central to our assessment and reporting practices, as it highlights student thinking, engagement, and growth at every stage IBO (p.78, 2018). Learning experiences are documented and communicated through ManageBac, where activities are described using the language of the inquiry cycle. This approach ensures that both students and families see learning as an evolving process, not just a final product.

### **Assessment in practice**

As is the case with assessment strategies and tasks, teachers need to also use a variety of tools for recording and analyzing the information they have gathered. The main ways of recording and analyzing information in the PYP at DIS include Evaluation Tools

Guidelines/Expectations, such as:

Anecdotal notes

- Short descriptions of observations in the classroom. Teachers may develop their own methods and templates for recording observations

Rubrics

- Recording frameworks that feature short descriptive statements along a continuum of excellence
- The use of rubrics is at the teacher's discretion, however, there are guidelines to consider when developing rubrics
- Students may contribute to the development of class rubrics

## Checklists

- Lists of skills or behaviors to be checked off as they are observed
- The use of checklists is at the teacher's discretion
- Students may contribute to the development of checklists

## Annotations

- Short comments recorded on student work and on Managebac
- Measurement scale on which to rate and track achievement
- There should be solid evidence to substantiate judgments
- Sample pieces of work that illustrate the different levels of the continua or rubrics

## Benchmarks

- Exemplars used to set expectations for a particular grade level or age

Feeding into this model is the role of assessment for learning and assessment of learning. Formative and summative assessment is embedded in learning and teaching practice at DIS and their use is distributed across the four dimensions of assessment: monitoring on learning, documenting learning, measuring learning and reporting on learning.

## Monitoring learning

Co-constructed learning goals and success criteria (p.71; IBO, 2018), as part of lessons and through Units of Inquiry, engage students in their own learning and enables them to have a greater understanding of what they know, and can do, as well as support them in abilities to know how to develop further. Self, peer and teacher assessment, when used to provide *feedback* as well as *feedforward*, are instrumental to engage students in their own *learning stories* but also in creating effective, assessment capable learners (p.71; IBO, 2018). Learning and teaching become a dynamic, adaptable and a collaborative process, whereby teachers gather, analyse and monitor assessment information to inform future teaching practice and content whilst students learn to self-adjust and regulate their learning and next steps.

Teachers employ a variety of methodologies to monitor learning, such as: “*observations, questioning, reflective and group work with both peers and teachers*” (p.80, IBO, 2018).

## Documenting learning

Just as it is important to ensure that student voice is valued in monitoring learning, it is equally important that children are engaged in what and how they document their work. Children in all

year groups, from PYP 1 to PYP 5, have a Unit of Inquiry folder whereby they place and store all paper-based work connected to the Unit of Inquiry. As part of the reflection process at the end of each Unit of Inquiry, students are asked to select three pieces of pupil work that they are most proud of or have enjoyed learning as part of the Unit, and these examples remain in the PYP Portfolio (p.81, IBO, 2018), ready to be shared during a *reporting on learning* experience, such as Open House events when parents are invited in to share in what the children have been learning as part of their Unit of Inquiry.

Student work, specifically for subject-specific learning, can be recorded in subject exercise books, primarily Italian, Mathematics and English. Textbooks are used as a resource, where appropriate, to provide students with the opportunity to access information, practice skills and exemplify their knowledge and understanding, connected to state regulated learning objectives or subject specific skills.

### **Measuring learning**

Continuing to engage learners in creating criteria helps students to know what they have understood and where there is space to improve and in what area. Furthermore, summative assessment plays a role in this dimension of assessment too. In line with state regulated requirements, all children in each year group are assessed in Italian, Mathematics and English, with regards to each of the following criteria, and are connected to subject specific learning objectives:

- ✓ *Production*
- ✓ *Comprehension*
- ✓ *Reflection*

In all other subjects, state regulated assessment requires that specific subject content and skills are assessed in each of the criteria above. It is indeed important that teachers use multiple data points to evaluate the student's performance (p.81; IBO, 2018).

Students receive performance feedback in their term report as follows, based on the state regulated guidelines (MIM):

**Table 1 –Giudizio sintetico on the report card**

Grade level on term report card	Description
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Excellent	<p>The student completes tasks independently and with awareness, successfully handling even complex situations that have not been encountered before. They are able to apply their knowledge, skills, and competencies consistently to complete tasks and solve problems, even challenging ones, in an original and personal way. They express themselves correctly, demonstrating a strong command of language, critical thinking, and reasoning skills, using modes of communication appropriate to the context.</p>
Very good	<p>The student completes tasks independently and with awareness, successfully handling even complex situations. They are able to apply their knowledge, skills, and competencies consistently to complete tasks and solve even difficult problems. They express themselves correctly, with a strong command of language and reasoning skills, using communication modes appropriate to the context.</p>
Good	<p>The student completes tasks independently and with awareness. They are able to apply their knowledge, skills, and competencies consistently to complete tasks and solve problems. They express themselves correctly, connecting key information and using language appropriate to the context.</p>
Fair	<p>The student completes tasks with partial independence and awareness. They are able to apply some knowledge, skills, and competencies to complete tasks and solve problems that are not particularly complex.</p> <p>They express themselves correctly, using simple and context-appropriate language.</p>

Satisfactory	<p>The student completes tasks primarily under the guidance and support of the teacher. They are able to apply some knowledge and skills to complete simple tasks and solve problems, but only if they have been previously encountered.</p> <p>They express themselves with a limited vocabulary and some uncertainty.</p>
Unsatisfactory	<p>The student is usually unable to complete the proposed activities, even with teacher guidance.</p> <p>They only occasionally apply knowledge and skills to complete simple tasks. They express themselves with uncertainty and in a manner that is not appropriate to the context.</p>

In addition, following IB Guidelines, pupils are taught specific skills which are then synthesized in a single grade (see above table). The skills divided by year are presented in Table 2 below.

**Table 2 – PYP criteria**

PYP		Italian Curriculum	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
Science		ICT - Information and Communication Technologies	Observe and Transform		Design and Transform		
		Science	<ul style="list-style-type: none"><li>• Knowledge and Understanding</li><li>• Scientific Inquiry and Research</li><li>• Approaches to the subject</li></ul>				

Social Studies		Geography	<ul style="list-style-type: none"> <li>• Organization of Information</li> <li>• Use of Documents</li> <li>• Approaches to the subject</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge processing</li> <li>• Use of Documents</li> <li>• Approaches to the subject</li> </ul>
		History	<ul style="list-style-type: none"> <li>• Organization of Information</li> <li>• Use of Documents</li> <li>• Approaches to the subject</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge processing</li> <li>• Use of Documents</li> <li>• Approaches to the subject</li> </ul>
		Religious Studies	<ul style="list-style-type: none"> <li>• Synthetic judgment</li> </ul>	
Mathematics		Mathematics	<ul style="list-style-type: none"> <li>• Numerical Operations</li> <li>• Problem solving</li> <li>• Approaches to the subject</li> </ul>	<ul style="list-style-type: none"> <li>• Numerical Operations</li> <li>• Problem solving</li> <li>• Communication and Reasoning</li> <li>• Approaches to the subject</li> </ul>
Language		English	<ul style="list-style-type: none"> <li>• Production</li> <li>• Comprehension</li> <li>• Reflection</li> <li>• Approaches to the subject</li> </ul>	
		Italian	<ul style="list-style-type: none"> <li>• Production</li> <li>• Comprehension</li> <li>• Reflection</li> </ul>	

			<ul style="list-style-type: none"> <li>Approaches to the subject</li> </ul>
Personal, Social and Physical Education		Physical Education	<ul style="list-style-type: none"> <li>Motor Skills</li> <li>Cooperation</li> <li>Approaches to the subject</li> </ul>
		Citizenship Education and SEL	Synthetic judgment
		Creativity in English	Synthetic judgement
		Performing Arts	<ul style="list-style-type: none"> <li>Listening</li> <li>Reproduction</li> <li>Approaches to the subject</li> </ul>
		Visual Arts	<ul style="list-style-type: none"> <li>Creativity</li> <li>Processing</li> <li>Approaches to the subject</li> </ul>

In addition, children receive feedback and feedforward comments with regards to their *attitude and approach towards learning*. Peer feedback is an integral part of our formative assessment approach, supporting students in developing reflection, communication, and critical thinking skills (p.85; IBO, 2018). Students regularly engage in structured peer feedback using tools such as "*Two Stars and a Wish*" to provide meaningful, constructive comments after presentations or collaborative work. Presenters may also create quizzes for their peers to check understanding and reinforce key learning. Additionally, students are encouraged to review and correct each other's work, fostering a sense of shared responsibility for learning.

Children in Primary 2 and Primary 5 also engage in end of year national texts entitled 'Invalsi' in Italian and Mathematics, as well as in English, but only in Primary 5. For English specifically, Cambridge English mock class testing provides guidance on student English learning levels, in connection to the CEFR, and supports English specialist teachers in identifying next steps, mixed group teaching and differentiated classes by English level.

One key aspect of our assessment is teacher moderation (p.81; IBO, 2018). In order to ensure a shared understanding of learning expectations and consistent assessment practices across the school, the PYP implements the following teacher moderation strategies:

- Work Sample Comparison: Teachers from the same or different grade levels meet to review

and discuss samples of student work (e.g., writing tasks, reflections, or math problem-solving) to ensure consistency in applying success criteria.

- **Rubric Alignment:** Before assessing major tasks or units, teachers discuss assessment rubrics to ensure consistency in evaluating criteria.
- **Unit Reflection Sessions:** Teachers meet after a unit to share pre and post unit reflections in order to review assessment strategies and adjust future planning. Students' end of unit reflections (for example, KWL in PYP1 and PYP2 and standard end of unit reflections in PYP3 - PYP5) help inform this planning.
- **Reporting Moderation:** Before report cards are finalized, teachers review comments and assessments together to ensure alignment in language and expectations across classes.
- **Cross-Grade Moderation:** Teachers from different grade levels meet to review student progression across the PYP continuum, particularly during transitions (for example, from PYP2 to PYP3).

Finally, we monitor class performance year by year to support continuous improvement in teaching and learning. Key strategies include:

- **Portfolio evidence:** Each student maintains a portfolio that documents learning over time, showcasing progress in ATL skills, inquiry tasks, and subject-specific work.
- **CEFR tracking:** English as an Additional Language (EAL) progress is recorded using CEFR levels, updated regularly to reflect development in speaking, listening, reading, and writing.
- **Assessment data collection:** Teachers record outcomes of formative and summative assessments in tools like ManageBac. This allows the school to track achievement across units and between school years.
- **Moderation and planning meetings:** Year-level teachers reflect on class outcomes, identifying areas of strength and need, which then inform decisions for the following year.

## **Reporting learning**

Each child receives two report cards per year and both document pupil progress in alignment with Italian state requirements. Similarly to how state required assessments are measured, subject specific knowledge and skills are awarded the following performance indicators: excellent, very good, good, fair, satisfactory, unsatisfactory. These four levels of learning outlined in the MIM Guidelines are used to assess the various criteria found in each subject.

ATL skills are also evaluated in the report card per unit.

The levels are defined based on dimensions that characterise learning and that allow a judgment to be made concerning the autonomy of the student, the type of the situation (known or unknown) within the student achievement, the resources mobilised to complete the task and the continuity in learning. The report card also records subject specific commentary in the case the teacher wants to indicate the areas that the pupil will need to focus on, or where they have demonstrated flair.

As always, the assessment is the result of the professional judgement of the teacher who, with his or her expertise, evaluates each pupil based on observations made during learning experiences and results in classroom tests, both summative and formative.

Some subjects, such as Religion, Creativity in English and Citizenship Education and SEL (Social and Emotional Learning), report only a commentary related to the student's participation and in the proposed activities.

The general commentary for each student specifically is in reference to the IB Learner Profile and how each student has developed and exemplified the various attributes as appropriate. This is discussed and approved collectively during a collaborative assessment evaluation amongst relevant staff members.

Furthermore, we use some additional formats to transparently and openly share the pupils' results with all stakeholders (teachers, parents and students), as suggested by IBO (p.83, 2018). First, parents/guardians are invited to attend two parent/teacher meetings twice per year whereby student learning and wellbeing is discussed. Second, the students in each class share and highlight key work that is important to them during their 'Open House' sessions when parents are invited into school to share in the learning. Finally, pupil learning is also documented upon and reported via a variety of school social media outlets, including Instagram, Facebook as well as school publications and circulars (DIS Happenings, DIS News).

# The Middle Years Programme

## Overview

In the MYP, the primary goals of assessment, as stated in IBO (p.79, 2014) are:

- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- Promote positive student attitudes towards learning
- Promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts
- Promote the development of critical- and creative-thinking skills
- Reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.
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## Assessment in practice

DIS MYP students are assessed in each of the eight MYP subject groups as well as in their Interdisciplinary Learning and, in MYP5, in their Personal Project. They all, as well as the Personal Project have objectives (A, B, C, D) set by the IBO. Each subject objective corresponds to one of four equally weighted assessment criteria.

Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to assess students' work. Students and parents can find a copy of MYP criteria for each subject group on our school website (DIS, 2025) and here below:

**Table 3 – MYP criteria**

Subject Group	Objective A	Objective B	Objective C	Objective D
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language Acquisition	Listening	Reading	Speaking	Writing

<b>Individual and societies</b>	Knowing and Understanding	Investigating	Communicating	Thinking critically
<b>Mathematics</b>	Knowing and Understanding	Investigating patterns	Communicating	Applying Math in real life contexts
<b>Sciences</b>	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the impacts of sciences
<b>Design</b>	Inquiring and Analysing	Developing ideas	Creating the solution	Evaluating
<b>Arts</b>	Knowing and Understanding	Developing skills	Thinking creatively	Responding
<b>PHE</b>	Knowing and Understanding	Planning for performance	Applying and performing	Reflecting and Improving performance
<b>Interdisciplinary Learning</b>	Evaluating	Synthesizing	Reflecting	
<b>Personal Project</b>	Planning	Applying skills	Reflecting	

### **Formative and Summative Assessment in the MYP**

At DIS, assessment is an ongoing process that encourages reflection from both teachers and students (Zorman, 2016). For formative assessment, as IB states, *“the aim is to provide detailed feedback to teachers and their students on the nature of students’ strengths and weaknesses, and to help develop their capabilities.”* (IBO, 2018). Examples of formative assessments include, but are not limited to:

- Class discussion, presentation
- Homework correction
- Lab work
- Mock test

**Formative assessments** are provided regularly and set *“at just the right level of challenge for the student, adjusting that level as the student progresses”* (IBO, 2018). For this type of tasks



the teacher may use an assessment strategy which is not necessarily based on the IB criteria: it can be a grade using a scale which is different from the aforementioned one, it can be a percentage (78%, for instance) or a written comment (for example: “exhaustive and complete answer”). The teacher will keep track of these formative results on Managebac.

**Summative assessments** are set at the end of a learning phase (e.g. at the end of a unit) and planned in advance. They are designed to measure what the student can do in authentic contexts. They are normally taken during class periods and evaluated against IB criteria in all the subjects. The teacher will keep track of these summative results on Managebac. The summative tasks can be assessed against one or more assessment criteria. For each subject, on the basis of the task specific characteristics, the teacher decides which criteria will be used to assess the students. In summative assessments the teacher can award whole grades only (therefore grades like 7+ or 8/9 are not used). To make students aware of how they will be assessed, the teacher informs them about the criteria and the assessment rubric in use for the task well before it takes place. The assessment rubric can be specific (created by the teacher for the task purpose and therefore containing the specific descriptors of the applied criteria), or it can be a more general rubric realized by the teacher or subject department on the basis of the MYP guidelines.

As suggested in IBO (2014), to determine the achievement level, the teacher uses a bottom-up approach, starting from the first descriptor; if the student exceeds its expectations, the teachers moves to the second descriptor, and the process moves upwards until the teacher arrives to a descriptor that exceeds the student’s performance. If the teacher is undecided between two descriptors, the teacher applies a best-fit-approach.

### **Process for standardization of assessed students’ work (MYP)**

Subject area teams gather samples of students’ work on a variety of assessments and compare scores in order to standardize assessment twice a year in specific collaborative planning meetings when samples are marked by teachers of the same subject or subject area. The process entails teachers gathering to reach a shared understanding of the criteria and achievement levels, as well as how to apply them.

## Recording and reporting in MYP

The school has two formal reporting periods during the school year. Report cards are issued at the end of the first term (in February) and at the end of the school year (June). Report cards show grades for each subject on a scale from 1 to 7. The grade in each criterion is determined by the teacher using the best fit approach, which considers the students' results during the term, or the year, the overall student progress, the formative assessments and the student's specific situation. This is in line with the key features of the MYP assessment which distinguish between summative and formative assessments and evaluating student's performance in a holistic manner, not simply considering individual components or averaging the scores of the previous summative assessments (IBO, 2014). In addition to report cards, DIS offers two parent-teacher conferences in which teachers communicate to parents the performance openly and transparently.

The best-fit approach reflects the criterion-related philosophy of MYP assessment which does not require students to meet every strand of a criterion in order to be awarded a specific achievement level. MYP assessment relies on teachers' professional judgment to develop and apply shared understandings of "*what good looks like*" (IBO, 2014).

Over the two school terms (the former being made of 5 months and the latter of four months and a half) all the criteria will be evaluated in each subject at least twice. The final resulting grade from 1 to 7 is obtained by comparing the total grades to the grade boundaries that are described for each subject in IBO subject guides and clearly written on the school report cards, on Managebac, on the school website and here below.

This final grade mirrors the student level of achievement description according to the IBO rubric (IBO, 2014). The following table describes the general meaning for the different levels of achievement and the corresponding grade boundaries. For the June report cards, a passing mark is a grade of 4 or above for all subjects, but for Personal Project and Interdisciplinary Learning a grade of 3 is considered sufficient.

**Table 4 - MYP General Grade Descriptors**

Grade	Boundary guidelines	Descriptor
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1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.

6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

### **Assessment in the English classes in MYP1-MYP3 (use of Pathways)**

In MYP1, MYP2, and MYP3, in the English classes, there is the addition of a grading scale in percentages which corresponds to the IB Cambridge English Exam Preparation course called Pathways. In MYP1 teachers concentrate on ‘comprehension’ ensuring that the students are able to understand the lessons which will be in English the following years. The comprehension tasks tested are reading and listening at CEFR level A2. Students need to obtain 65% in both reading and listening to be considered sufficient. In MYP2 the students also need to produce the language and are therefore tested in reading, writing and listening. They need to obtain 60% at CEFR level B1 by the end of MYP2 in all three sections to be considered sufficient. Students in MYP3 need to be at, or above, CEFR level B2 by the end of the scholastic year. They are tested in reading, writing, use of English, listening and speaking and need to obtain 60% in each section of the exam to be considered sufficient to enter the high school as a sufficient level of English is needed to confront MYP4 and MYP5, but especially the Diploma Programme. Internal students undergo an English test to assess their level performed at the beginning of the school year (possibly first week of September) in MYP1, MYP3, MYP4.

### **Assessment of Interdisciplinary Learning**

As suggested in IBO (2019): *“Interdisciplinary learning can take place between different subject groups and between different disciplines within a subject group to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis”*. MYP students

will engage in one collaboratively planned interdisciplinary unit (IDU) in each year of the MYP in which they will integrate knowledge and skills from two subject groups to build new competencies.

The IDU assessment is based on 3 criteria (A, B and C) unlike the other subjects which are based on 4 criteria. Please note that for the IDU, as for the Personal Project, a final grade of 3 (maximum sum of criteria = 7) is considered sufficient (IBOc, 2021). The grade boundaries for the IDU are presented below;

**Table 5** - IDU grade boundary guidelines for school-based reporting

Grade	Boundary guidelines	Level descriptor
1	1-3	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates evidence of critical or creative thinking to make connections between disciplines and reflect on personal development. Very inflexible, rarely shows evidence of knowledge, skills or action taken or to be taken.
2	4-6	Produces work of limited quality. Communicates limited understanding of some concepts and contexts. Demonstrates limited evidence of critical and creative thinking to make connections between disciplines and reflect on personal development. Limited evidence of transfer of interdisciplinary knowledge and reflection on actions taken or to be taken.
3	7-10	Produces work of an acceptable quality. Communicates basic interdisciplinary understanding of many concepts and contexts with occasional evidence of appropriate exploration of real-world issues, ideas and challenges, with occasional significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking to make connections between disciplines, create new understandings and reflect on personal development. Begins to transfer interdisciplinary knowledge and outlines action taken or to be taken with little insight.

4	11-13	Produces good-quality work. Communicates basic interdisciplinary understanding of most concepts and contexts through appropriate exploration of real-world issues, ideas and challenges, with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to make connections between disciplines, create new understandings and reflect on personal development. Transfers some interdisciplinary knowledge and outlines action taken or to be taken in familiar situations.
5	14-17	Produces generally high-quality work. Communicates good interdisciplinary understanding of concepts and contexts through effective exploration of real world issues, ideas and challenges. Demonstrates critical and creative thinking to synthesize and create new understandings and reflect on personal development, sometimes with sophistication. Usually transfers interdisciplinary knowledge and explains action taken or to be taken in unfamiliar situations.
6	18-20	Produces high-quality, occasionally insightful work. Communicates extensive interdisciplinary understanding of concepts and contexts through effective exploration of real-world issues, ideas and/or challenges. Demonstrates critical and creative thinking to synthesize and create new understandings and reflect on personal development, frequently with sophistication. Transfers interdisciplinary knowledge and explains action taken or to be taken in unfamiliar situations.
7	21-24	Produces high-quality, frequently insightful work. Communicates comprehensive, nuanced interdisciplinary understanding of concepts and contexts through effective exploration of real-world issues, ideas and/or challenges. Consistently demonstrates sophisticated critical and creative thinking to synthesize and create new understandings and reflect on personal development. Frequently transfers interdisciplinary knowledge and discusses action taken or to be taken in unfamiliar situations.

## **Assessment of the MYP Personal Project**

The MYP personal project is a student-centered and age-appropriate practical exploration in which students consolidate their learning throughout the programme. This long-term project is designed as an independent learning experience of approximately 25 hours (IBO, 2021). MYP4 students are introduced to the Personal Project in the spring. Then the project is completed during MYP5. Personal Project standardization is carried out during an ad-hoc meeting where, after sharing assessment criteria, examiners' moderation feedback, as well as the latest assessment report and recommendations published by the IB, sample student reports from previous years are assessed and discussed in groups to set a standard and ensure consistency for the upcoming assessment of individual students. A month later, teachers assess the work of a student they did not supervise during the process to guarantee a level of objectivity comparable to that of external examiners. The project is externally moderated.

### **National assessment requirements: Terza Media exam**

Although many of our students take the National Exam at the end of MYP3, we do not formally assess students for the national exam, but we do help them prepare with written mock exams in Italian, Math, Language Acquisition subjects and oral assessments similar to the National exam requirements to give them an indication of their levels of achievement.

## **Diploma Years Programme**

### **Overview**

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- Analyzing and presenting information
- Evaluating and constructing arguments
- Solving problems creatively.

Basic skills are also assessed, including:

- Retaining knowledge
- Understanding key concepts
- Applying standard methods.

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate (IBOa, 2025).

At DIS we consider assessment as an authentic and continuous process that provides feedback to our students to help them improve in their learning process. Grades are neither the result of an average of assignments, nor the result of a single summative assignment. Instead, final term grades will take into account the accumulated learning shown by a student. Formative learning with constructive feedback should result in improved performance over time. Research shows that constructive feedback is the most powerful learning tool for student performance growth (Zorman, 2016). Thus, term grades are an indication of the level the student has finally attained and sustained according to the teachers' professional judgment, which reflects, among other things, the IB best fit approach.

### **Assessment in practice**

Using formative and summative assessment, depending on the subject and on the specific task to be evaluated (papers, orals, literature written task, explorations, lab reports), students' works are assessed awarding marks according to different systems:

- Mark-schemes,
- Markbands,
- Criteria,
- A combination of the aforementioned.

To assign grades, if tasks are past IB exam papers, teachers typically use the markscheme and the relative grade boundaries provided by the IBO (IBOb, 2025). If instead the tasks are extracts or modification of past papers, teachers model the markschemes and the grade boundaries accordingly. When a subset of the criteria is used for a particular task, teachers assign to each assessed criterion a grade using the best fit approach, and then convert them to a grade from 1 to 7 using their professional judgment and considering IB subject-specific grade boundaries. Teachers are required to inform students of the assessment criteria for each task and clarify what is expected in order to meet those standards.

### **Formative and Summative Assessment in the DP**

Refer to the relative section on the MYP, as the method for distinguishing between formative and summative assessments in the DP is aligned with that of the MYP.



## Process for standardization of assessed students' work (DP)

DP teachers meet twice a year in departments to discuss, moderate and ensure that marking standards follow the assessment indications of the published subject guides.

## Recording and reporting in the DP

Just like in the MYP, in the DP two formal reporting periods occur during the school year. Report cards are issued at the end of the first term (February) and at the end of the school year (June). Report cards show a grade for each subject on a scale from 1 to 7 and the teacher's comment. The grade in each criterion is determined by the teacher using the *best fit approach*, who considers the student's results during the term, or the year, the global student progress, the formative assessments and the student specific situation.

The final subject grade (from 1 to 7) mirrors the student level of achievement description according to the IBO rubric (IBO, 2014). The following table describes the different levels of achievement and the corresponding grade boundaries. Specific grade descriptors can be found for each DP subject in IBO (2021).

**Table 6 – DP General Grade Descriptors**

Grade	Descriptor
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding

2	<p>The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding</p>
3	<p>The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding</p>
4	<p>The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding</p>

5	<p>The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although Responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.</p>
6	<p>The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding</p>
7	<p>The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understandings.</p>

## Assessment of Core subjects

Theory of Knowledge (TOK) and the Extended Essay (EE) are graded from A to E. The third core element, CAS, is not graded. Students can be awarded from 0 to 3 points for elements of the core, which will be added to the total score for the subject grades. A candidate may not be awarded the IB diploma if they receive a grade of E in either TOK or EE, or if they do not complete CAS. The number of points is determined using the table below (IBO, 2019).

**Table 7 – Assessment of Core Subjects**

		THEORY OF KNOWLEDGE				
		A	B	C	D	E
Extended  Essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condition				

(IBO, 2019)

## Final Diploma Grade

The overall diploma points are calculated by adding together the grades (1 up to 7) achieved in each of the six subjects and, in addition, by adding the points (0-3) achieved considering the grades achieved in the core subjects (Theory of Knowledge and Extended Essay).

## Responsibilities

### Students' Responsibilities

- Be autonomous learners by thinking independently, monitoring their own progress, and taking responsibility for deadlines.
- Effectively communicate with teachers to get personalized feedback and support
- Prepare adequately for all assessments to maximize progress and performance.

- Submit work on time, meeting all deadlines without exception.
- Follow and complete tasks posted on Managebac to ensure adequate progress and maximise potential.
- Follow Academic Integrity guidelines and ensure that any work that is submitted is the student's own, or referenced as indicated in the DIS Academic Integrity Policy.

### **Parents' Responsibilities**

- Develop an understanding of their child's progress.
- Develop an understanding of the learning goals that their child is working towards.
- Provide opportunities to support and celebrate student learning.
- Regularly engage and communicate with teachers regarding their child's progress.

### **Teacher's Responsibilities**

- Prepare assessment activities and tasks to allow students access to the full range of achievement descriptors.
- Inform students of the criteria that will be used to evaluate any work turned in for assessment
- Plan the summative tasks in advance on ManageBac and include the criteria used at the beginning of each summative task.
- Help students understand what is required of them to fulfill the criteria for a particular piece of assessed work. Teachers will clarify to the students how the criteria apply to the task specifically, on ManageBac.
- Develop assessment rubrics to be applied to all summative assessment tasks.
- Give timely and detailed written and oral feedback on assignments.
- Create opportunities for students to assess their own work and to assess and be assessed by their peers.
- Focus on the assessment of students' learning outcomes.
- Analyse assessment data to identify patterns of individual student performance and needs.
- Compare common assessment data with other teachers to assess where student learning has been effective during Collaborative Planning.
- Hold moderation meetings at least twice a year in the PYP, and in MYP and DP departments. Sessions in the PYP and at least twice a year in moderation meetings to be held within each Department in MYP and DP.
- Show awareness of the diversity of learning styles of the class by using a variety of

assessment and teaching strategies.

- In the PYP and in the MYP, assess formatively with feedback, before assessing summatively.
- Work with the Learning Support Team (Educational Psychologist, Inclusion staff) to discuss assessments that will effectively assess the learning of students with specific educational needs.
- Communicate with the Head of Year, SEN referent, and/or programme coordinators and parents when students have excelled or been challenged by an assessment.

### **Programme coordinators, Head of Year, Head of Departments' responsibilities**

Programme coordinators, Heads of Year, Heads of Departments, have several key responsibilities. They are tasked with observing and encouraging peer-to-peer observations, fostering a culture of dialogue and reflection around the different types of assessment: assessment as learning, assessment of learning, and assessment for learning. Teachers are encouraged to observe others' classes with coordinators, dedicating time in their schedules to monitor how assessment is conducted. Additionally, coordinators organize training sessions on using and interpreting data, supporting staff in the use of diverse assessment strategies. Professional development workshops are organized for new teachers by the Head of School and are monitored by the Programme Coordinator. New teachers meet at the beginning of the year with the Heads of Department to be trained on the specific assessment types and related procedures. Time is also provided in the school planning agenda for teachers to plan and reflect on assessment, with two meetings scheduled each year specifically for this purpose: one for reviewing the assessment policy and another for standardization. Programme coordinators hold an annual meeting with parents and the school council in June to inform them about and align them with the school's Assessment and Academic Integrity policies. Finally, they analyze whole-school data trends and plan professional development to align with achievement goals.

### **Meetings with PYP, MYP & DP parents**

Parents have the opportunity to meet their child's teachers and discuss their performance throughout the year. In the PYP we have Open Houses, so parents can come and see the student's work and students can share their learning experiences with their parents. Formal, periodic meetings are scheduled with PYP parents throughout the year as well. Each MYP and DP subject teacher dedicates an hour a week, during school hours, to parent meetings. Twice a year general parent-teacher meetings are scheduled so that all teachers are available on the

same day, after school. Year level meetings are set two times a year to discuss the overall class behavior, learning and class activities.

### **Policy Creation and Revision Process**

The Assessment Policy was created by a committee which consisted of the DP and MYP Coordinator, and other teachers from several Subject Groups. It is then revised every year by the DP and MYP coordinator and then approved in the School Council by the teaching community of the school.

### **Policy Alignment**

The DIS assessment policy aligns with our policies as indicated below:

#### **...to the IB Learner profile**

One of the IB Learner Profile attributes is being reflective, meaning that students should be able to analyse their own strengths and weaknesses through self, peer and teacher's assessment.

#### **...to the school's Admission Policy**

Our Admission policy is closely aligned with our Assessment Policy, ensuring that new students are admitted only if they demonstrate the potential to succeed in DIS assessments at the grade level for which they are applying.

#### **...to the school's Academic Honesty Policy**

When assessing, teachers will follow the guidelines set out in the school Academic Honesty Policy which details out what are the clear consequences of academic misconduct. For DP students, teachers review the Academic Honesty Contract with students to ensure that all students' work accepted or submitted for assessment is the authentic work of the student.

#### **...to the school's Language Policy**

Our assessment policy aligns with our language policy because our assessment policy is directly applicable to native speakers as well as second language speakers.

#### **...to the school's Inclusion Policy**

All students are assessed against the IB MYP and DP criteria. However, Special Educational

Needs students are taken into consideration based on their relevant official documentation (e.g. extra time, schemes, drawings, mindmaps calculator or laptops allowed, etc...). Please see the table included at the end of DIS Inclusion Policy for further details. Differentiation is also taken into account in our written curriculum when designing a unit, an activity or a task.



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